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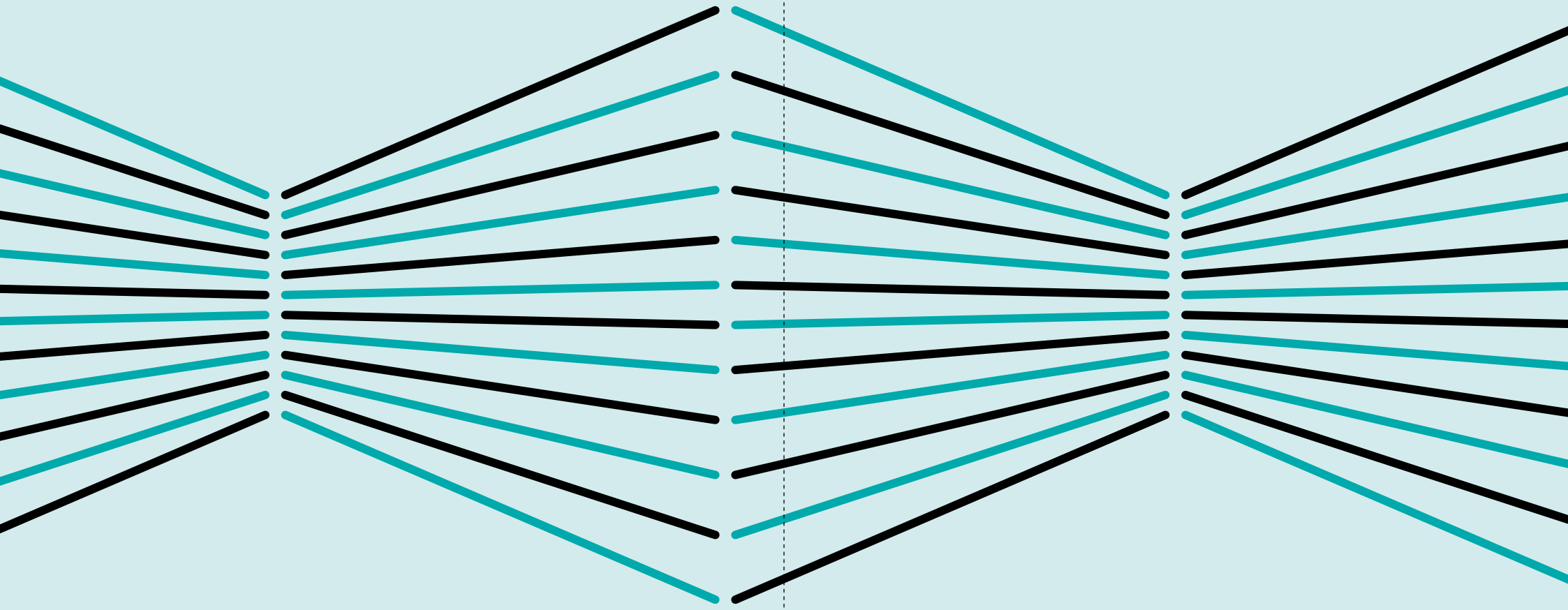
Perspectives on Partnership
Instructions



National Co-ordinating Centre for Public Engagement

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The Perspectives on Partnership (PoP) Tool aims to support the development of school-university partnerships that inspire students by bringing cutting edge research into the classroom.

The activity helps all those involved in a partnership to consider what type of partnership they want.

- The PoP Tool consists of 20 cards representing different types of school-university partnerships, from the perspectives of different participants.
- There are four 'partnership' cards which define different types of partnership, ranging from ones that are relatively informal and unstructured to long-term relationships with significant time and resource invested on both sides.
- There are 16 'character' cards which represent how teachers, school students, researchers and partnership brokers view the different types of partnership.
- The cards are colour-coded, representing the different types of partnership.

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Acknowledgements

The NCCPE would like to thank the 12 RCUK School-University Partnerships Initiative (SUPI) projects for their involvement in creating these resources.

Find out more:
publicengagement.ac.uk/SUPI

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Inspired by the RCUK SUPI programme

Important things to note

- Whilst the cards describe different types of partnership, the different levels are not exclusive, nor do they intend to imply a direction of travel.
- We appreciate that teachers research and researchers teach – for the purposes of this tool, we define a 'teacher' as someone who is primarily employed by a school or college, and a 'researcher' as someone primarily employed by a university.
- All levels of partnership have value – you need to choose the one that is right for you.
- It is likely that a university may have school relationships at different partnership levels, and that, in some cases, the longer term partnerships create resources that a wider school community can engage with.
- It is likely that a school will have relationships with a range of different staff at a university; and may well work with more than one university. Again, the nature of those partnerships could be very different.
- The PoP tool is intended to stimulate discussion and help people think about the partnership they would like to have, and be reflective on what is possible and what is not.

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Instructions

1 **Establish how the school and university view the partnership currently and how they would like it to develop.**

Split into two groups – one representing the university and one representing the school. The groups may include people from either organisation.

Give the 'school student' and 'teacher' PoP cards to the school group and the 'researcher' and 'broker' cards to the university group.

In groups, if you are already in a partnership, chose the cards which best describe the experiences currently, from the perspective of your two characters. Then choose the cards which best describe how you would like the partnership to be. These may be the same – or you may want things to change.

If you are just beginning a school-university partnership, consider which of the perspectives best describes how you would like your partnership to be.

Once each group has selected their cards, turn the chosen cards over and read the more detailed information – you may want to reconsider your choices.

Instructions

2 Compare your perspectives.

The school and university groups come back together and compare their choices. Discuss the perspectives revealed by your choice of cards. What does this tell you about how you might work together?

Have you chosen the same coloured cards to describe how you would like your partnership to be? If so take the partnership card that is the same colour as your cards and discuss it together. Is this the type of partnership you would like?

Have you chosen different coloured cards? If so discuss your different perspectives. Then take the partnership cards that are the colours of your cards. Read the descriptions and discuss which work best for you and why.

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Instructions

3 What next?

Take a few minutes to reflect on what the exercise has revealed about your different perspectives and expectations.

Identify some constructive steps you might take to act on what has been revealed.

The NCCPE website contains a range of resources that identify the steps you can take to develop effective school-university partnerships. Contact the NCCPE if you would like to explore how we might be able to help.